

Differentiated Accountability (DA) Support Categories 2013-14

Definitions:

Current school grade means the most recent school grade released for the school as of the start of the school year. For high schools, this grade is typically lagging one year behind non-high schools, due to the high school components which are released after the start of the school year.

Former F is a designation for schools with a current school grade higher than F that received at least one grade of F within the prior two years. It can be applied in addition to a DA category.

DA Categories:

Monitoring Only

Former F schools with a current school grade of A or B.

Requirements:

- The school will complete the department's School Improvement Plan template (Form SIP-1) using the *SIP Online* by October 15, 2013.

Prevent

Schools with a current school grade of C.

Requirements:

- The Florida Department of Education will not monitor the school improvement plans of Prevent schools unless they are Former F schools, in which case the "Monitoring Only" requirements also apply.
- Districts are encouraged to implement measures to prevent the school from declining further. Florida's Elementary and Secondary Education Act (ESEA) Flexibility Request established that schools in this category are in need of support and intervention by the school district, with specific consideration given to the following best practices:
 - *Leadership*—
 - The district reviews the school-based leadership team and replaces members as necessary based upon overall school performance.
 - The district includes student achievement in the evaluation process of administrators who supervise persistently lowest-achieving schools and provides performance pay for raising student achievement.

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○ *Educator Quality—*

- Teachers are highly qualified and certified in-field.
- All paraprofessionals are highly qualified.
- The school is fully staffed by the first day of school.
- Performance appraisals of instructional personnel are primarily based on student achievement.
- Performance appraisals of the administrative team include student achievement, as measured by the Florida Comprehensive Assessment Test 2.0, as well as goals related to targeted subgroups and schoolwide improvement.
- The district trains staff on performance appraisal instruments and ensures that the performance appraisal process is implemented.
- The district provides teachers with performance pay for raising student achievement.
- The district encourages teachers and instructional coaches to remain or transfer to lower-performing schools based on increasing learning gains.
- The district provides a reading coach, mathematics coach, and science coach to develop and model effective lessons, lead lesson study, analyze data, and provide professional development on the Common Core State Standards and Next Generation Sunshine State Standards.

○ *Professional Development—*

- Individual Professional Development Plans for teachers of targeted subgroups include professional development targeting the needs of subgroups.
- The district provides professional development opportunities for district leadership and school administrators that target the specific needs of subgroups.
- The district provides principals and assistant principals with professional development on monitoring classroom instruction and guiding, supporting and monitoring the activities of instructional coaches.
- The district provides professional development on Florida's Continuous Improvement Model (FCIM), Common Core State Standards and Next Generation Sunshine State Standards, Response to Intervention, lesson study, and school grade and annual measurable objective calculations.
- The district develops instructional pacing guides that are aligned to the Common Core State Standards or Next Generation Sunshine State Standards in reading, writing, mathematics and science.

○ *Florida's Continuous Improvement Model—*

- The school implements Florida's Response to Intervention model.
- Students are properly placed in rigorous coursework.
- The district implements FCIM and monitors implementation at the school level.
- The school develops and implements a comprehensive FCIM which includes focus lessons (mini-lessons on tested benchmarks), a curriculum pacing guide, and a progress monitoring data collection and analysis schedule.
- The district ensures real-time access to student achievement data at the school level.

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- The district prescribes interim (baseline, mini- and mid-year) assessments in reading, writing, mathematics and science for Achievement Level 1-3 students.
- The district administration ensures data chats are conducted between district and school administration, school administration and teachers, and teachers and students following baseline, mini- and mid-year assessments.
- *Monitoring Processes and Plans—*
 - The district and school implement the district K-12 Comprehensive Research-Based Reading Plan.
 - The school provides quarterly updates on the implementation of the school improvement plan to the School Advisory Council and makes updates to the school improvement plan.
 - The school-based leadership team monitors implementation of the school improvement plan.
 - The district develops a comprehensive instructional monitoring process and follow-up that includes classroom, school-based leadership team and schoolwide monitoring.
 - The school participates in a comprehensive instructional monitoring process.

Focus Year 1

Schools that declined to a current school grade of D from a C or higher, or first-time graded schools with a current school grade of D.

Requirements:

- The Regional Executive Director (RED) will contact the school district to discuss the support to be provided by the DA Regional Team, as well as the expectations on the part of the school and the district. The district checklist (Form DA-1) and school checklist (Form DA-2) guide these discussions and subsequent activities.
- The district will direct the school interventions as required by checklists (which include the best practice measures listed for Prevent schools), monitor progress, and provide onsite support.
- The department will monitor the district's support to the school as well as the school's progress.
- The school will use the department's School Improvement Plan template (Form SIP-1), providing a draft to the RED for comment by September 3, 2013, and completing an initial submission in the *SIP Online* by October 15, 2013.
- The DA team will review the SIP and conduct visits to monitor the fidelity of the plan's implementation.
- The district will use the department's District Improvement and Assistance Plan template (Form DIAP-1), providing a draft to the RED for comment by September 3, 2013, and completing an initial submission in the *SIP Online* by September 30, 2013.

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Focus Year 2

Schools that earned a second consecutive D or an F followed by a D in the most recent grades release.

Requirements:

- The district and school will follow all requirements of Focus Year 1 schools.
- The district will plan for possible turnaround implementation should the school grade not improve in the next grades release. The RED will assist the district in selecting and planning for one of the following turnaround options:
 - District-managed Turnaround (DMT): Convert to a district-managed turnaround school. (This option is required for schools with two consecutive grades of D.)
 - Closure: Reassign students to another school or schools and monitor progress of each reassigned student.
 - Charter: Close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.
 - External Operator: Contract with an outside entity that has a demonstrated record of effectiveness to operate the school.
 - Hybrid: Implement a hybrid of the turnaround options listed above or other turnaround models that have a demonstrated record of effectiveness.
- Initial selection of a turnaround option will be submitted by the district through the *SIP Online* by completing the TOP-1 survey, which will be open November 1-30, 2013.
- A draft turnaround plan will be due in the *SIP Online* by completing the TOP-2 survey during the month of February 2014 for the review and feedback of the RED, and final submissions for State Board of Education approval will be due by the end of April 2014. More information will be made available in early 2014.

Focus Year 3

Schools that earned three or more consecutive grades of D, or an F followed by two consecutive grades of D in the most recent grades release.

Requirements:

- The district and school will follow all requirements of Focus Year 1 schools.
- The district must implement the turnaround plan developed during the planning year and approved by the State Board of Education. If any revisions or additions were made to the plan approved on June 18, 2013, by the state board, the district will revise the plan and submit it to the RED by August 25, 2013 for inclusion on the agenda of the September 17, 2013, state board meeting.

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Priority Year 1

Schools that declined to a grade of F in the most recent grades release and have not earned an F in the prior two years, or are first-time graded schools with an F in the current year.

Requirements:

- The district and school will follow all requirements of Focus Year 2 schools.
- Additionally, the department has the authority to direct school interventions, provide onsite support and conduct onsite monitoring of intervention implementations.

Priority Year 2

Schools that earned two consecutive grades of D followed by an F, two consecutive grades of F or a second F in three years in the most recent grades release.

Requirements:

- The district and school will follow all requirements of Focus Year 3 schools.
- Additionally, the department has the authority to direct school interventions, provide onsite support and conduct onsite monitoring of intervention implementations.

Post-Priority

Schools that improved from an F to a D or higher in the most recent school grades release. This category may apply concurrently with Monitoring Only, Prevent, and Focus Year 2 categories.

Requirements:

- The district and school will follow all requirements of any other DA category to which it is also assigned.
- The district must repeat the planning steps outlined for Focus Year 2 schools, in order to refine its turnaround plan for possible implementation should the school grade return to an F in the following grades release.